DOCUMENT RESUME

ED 036 189 24 EM 007 775

AUTHOR HUMPHREY, JAN
TITLE SPECIFIC SUBJECT SELF CONCEPT IN IPI AND NON-IPI STUDENTS.
INSTITUTION RESEARCH FOR BETTER SCHOOLS, INC., PHILADELPHIA, PA.
SPONS AGENCY OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
BUREAU NO BR-6-2867
PUB DATE 24 JUL 68
CONTRACT OEC-1-7-062867-3053
NOTE 5P.

EDRS PRICE EDRS PRICE MF-$0.25 HC-$0.35
DESCRIPTORS *INDIVIDUALIZED INSTRUCTION, *QUESTIONNAIRES, *SELF CONCEPT, STUDENT ATTITUDES, SURVEYS, TEACHING METHODS
IDENTIFIERS INDIVIDUALLY PRESCRIBED INSTRUCTION, IPI

ABSTRACT

A QUESTIONNAIRE WAS GIVEN TO SEVENTH GRADERS IN INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI) AND NON-IPI CLASSROOMS. IT CONTAINED ITEMS CONCERNING THE STUDENT'S SELF CONCEPT OF ABILITY IN FOUR SUBJECTS: MATHEMATICS, ENGLISH, SOCIAL STUDIES, AND SCIENCE; AND IT CONTAINED ITEMS TO DETERMINE WHICH METHOD OF PRESENTATION THE STUDENT PREFERRED. IN THE GROUP AS A WHOLE, AS THE STUDENT'S SELF CONCEPT OF ABILITY INCREASED, THERE WAS A GREATER TENDENCY FOR HIM TO LIKE THE CURRENT COURSE. WHEN THE STUDENTS WITH IPI BACKGROUNDS WERE CONSIDERED BY THEMSELVES, THEY FOLLOWED THE GROUP TREND IN ENGLISH BUT PREFERRED THEIR IPI MATHEMATICS COURSE, REGARDLESS OF THEIR MATHEMATICS SELF CONCEPT. OPINION ON THE ENGLISH COURSE WAS MORE EVENLY DIVIDED. MORE STUDENTS LIKED THE CURRENT SOCIAL STUDIES COURSE THAN PREFERRED THE PREVIOUS COURSE, BUT ALMOST THE SAME NUMBER LIKED THE TWO EQUALLY. FOUR DATA TABLES SUPPLEMENT THE REPORT. (AUTHOR/JY)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Jan Humphrey
Practicum
July 24, 1968

ED036189

SPECIFIC SUBJECT SELF CONCEPT IN IPI AND NON-IPI STUDENTS

The questionnarie given to seventh graders in IPI and non-IPI classrooms contained items concerning self concept of ability in specific subjects and a subject liking set of items. (See Appendix A, Self Concept of Ability in IPI and non-IPI Students.) The four specific subjects are mathematics, English (reading), social studies, and science.

Brookover demonstrated that students preferring a particular subject have a higher self concept of ability in that subject than do students who like it least. The questionnaire used in this study did not require students to rank the subjects but asked them to state whether they liked it better this year, last year, or equally both years.

Since students coming from a sixth grade IPI classroom had a substantially different experience the previous year, some differences in liking a subject should exist between the two groups. Specifically, one would expect that IPI students would prefer last year's courses. Social studies was not taught through individual prescriptions as the other subjects were. There should therefore be a difference between social studies and the three other subjects as far as IPI students are concerned.

Four hundred eighty-eight seventh grade students (including 21 who had IPI in the sixth grade) were used in this analysis. Students for whom incomplete data for one subject existed or who had not taken that subject both years were not considered in that analysis.

EM007775

The possible range of specific subject self concept of ability scores was 8 to 40. The total group was divided into four roughly equal subgroups, based on self concept of ability score for each of the four subjects. The number of pupils in each subgroup responding to the three alternatives in the "liking" item was recorded. Finally, the number of students with IPI in the sixth grade for each response was tallied. Results are given in Tables 1 - 4.

SELF CONCEPT SCORE	BETTER THIS YEAR	BETTER LAST YEAR	ABOUT THE SAME	ELIM-INATE	TOTAL
8 - 23	41	43 (10)	31	1	116
24 - 27	72 (1)	20 (4)	37 (1)	1	130
28 - 32	90 (1)	13 (1)	21	0	124
33 - 40	98 (1)	9 (2)	11	0	118

$\bar{X}$ = 27.525
Numbers in parentheses refer to IPI students

TABLE 1. SELF CONCEPT - MATHEMATICS AND LIKING

SELF CONCEPT SCORE	BETTER THIS YEAR	BETTER LAST YEAR	ABOUT THE SAME	ELIM-INATE	TOTAL
12 - 24	34 (1)	37 (3)	31 (1)	3	105
25 - 28	49 (1)	29 (3)	50 (3)	2	130
29 - 32	62 (1)	24 (4)	40 (2)	0	126
33 - 40	71	19 (2)	37	0	127

$\bar{X}$ = 28.709

TABLE 2. SELF CONCEPT - ENGLISH AND LIKING

SELF CONCEPT SCORE	BETTER THIS YEAR	BETTER LAST YEAR	ABOUT THE SAME	ELIM-INATE	TOTAL
8 - 24	37 (1)	34	31 (3)	3	105
25 - 27	58 (3)	29 (1)	28 (3)	1	116
28 - 31	85 (2)	23 (1)	21 (1)	0	129
32 - 40	94 (3)	21 (2)	22 (1)	1	138

$\bar{X}$ = 28.314

TABLE 3. SELF CONCEPT - SOCIAL STUDIES AND LIKING

SELF CONCEPT SCORE	BETTER THIS YEAR	BETTER LAST YEAR	ABOUT THE SAME	ELIM-INATE	TOTAL
12 - 23	34	41 (3)	38	0	113
24 - 26	51 (2)	39 (4)	23	0	113
27 - 31	93 (5)	24 (1)	19	0	136
32 - 40	95 (6)	19	12	0	126

$\overline{X}$ = 27.320

TABLE 4. SELF CONCEPT - SCIENCE AND LIKING

In each of the four subjects for the total group as the student's self concept of ability increases there is a greater tendency for him to like the current course. This supports Brookover's finding. In mathematics, reading, and science the students with the weakest self concepts of ability preferred these subjects last year.

When the students with IPI backgrounds are considered by themselves, a departure from this trend can be seen. Most of these students preferred their IPI mathematics course, regardless of their mathematics self concept. Few preferred the current English or reading course, but more like it as well as the IPI curriculum. In science, the students with IPI in the sixth grade followed the trend of the group as a whole: the higher the self concept of ability, the greater the tendency to prefer the current course. More of these students liked the current social studies than preferred the previous course, but almost the same number like the two equally.

It appears that students taught under the IPI program in elementary school in general prefer that curriculum. However, the extent to which this is true depends on what the particular subject is.